REGULATION BASIC TEACHING QUALIFICATION (BKO)

Faculty of Governance and Global Affairs
January 2019

Universiteit Leiden
The Netherlands

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1. Introduction

Like all faculties of Leiden University, Faculty of Governance and Global Affairs (FGGA) has implemented the Basic Teaching Qualification (BKO). The BKO was introduced to assess whether the teachers working at the FGGA have the basic skills that every teacher must have in order to provide good academic teaching. The objectives formulated for the BKO can be found in Appendix 1.

The BKO was introduced at Leiden University on 1 January 2008 for newly appointed teaching staff who had a contract for 0.5 fte or more, for at least one year or teaching staff who were promoted to a higher scale or received a permanent appointment. From 1 September 2012, the BKO is mandatory for all teachers, assistant professors, associate professors and professors who are already employed at Leiden University with appointment of 0.5 fte or more, and a contract for one year or longer.
Within two years of the starting date for the BKO-requirement, the certificate must be obtained. Employees in the above categories, who have already obtained their BKO at another university in the Netherlands, are exempt from this requirement provided that they can provide the certificate. In the recent quality agreements (2018) Universiteit Leiden has agreed that at least 93,5% of the teaching staff will have attained their BKO within two years of their appointment.

There are two procedures for teaching staff at FGGA who have BKO-requirement:
- The procedure for new teachers: for those just starting their teaching career. (See section 3.4).
- The procedure for experienced teachers: for those who have recent (at least 3 years of intensive teaching or 5 less intensive years) teaching experience at university level feature (see section 3.3)

2. BKO assessment committee

The FGGA BKO assessment committee consists of four persons and is supported by a secretary. The members represent FGGA as widely as possible from the various institutes and programs of the Faculty. They are appointed for a period of two years by the Faculty Board. The members preferably have already earned the BKO and have extensive experience in designing teaching and teaching in various ways.

In January 2018, the BKO committee consists of the following members:
Dr. Paul Hudson (LUC), Chair
Prof. dr. Antoaneta Dimitrova (ISGA)
Dr. Sanneke Kuipers (ISGA)
Dr. Rik de Ruiter (BSK)

Secretary: Drs. Leony van der Splinter

The committee meets at least four times a year to assess newly submitted applications.

3. BKO procedure

The BKO procedure is always focused on assessing if the attainment levels have been achieved by the candidate, but the way towards these attainment levels may differ. The candidates are divided into two categories: The new teachers who are just starting their teaching career and experienced teachers. The new teachers may already have some experience in giving workshops designed by others or have perhaps give a course by themselves once. These teachers will have to strengthen the development of their teaching skills during their BKO procedure.
In addition the experienced teachers are now BKO candidate due to the changes in the target group. A teacher is regarded as experienced when he / she has provided three years of

intensive teaching (a large part of the assignment is used to provide teaching, including the design of teaching), or five years less intensively.

In either case, the committee is looking at a the triangle formed by the input from the teacher, the course evaluations by the students and the recommendation by the supervisor, all about the teaching provided by the instructor.

3.1 Intake new staff

There are different ways in which new staff is informed about the BKO requirement. Where applicable the vacancy text already mentions the BKO. In addition, during the appointment meeting that a new teacher has with the HR employee, the BKO is also raised and the new colleague receives the brochure in Dutch or English. The BKO requirement is also mentioned in the letter of appointment. The date on which the requirement takes effect, and therefore the date at which the BKO must be achieved, is recorded in SAP HR.

HR provides the secretary of the committee with information about new teachers with BKO obligation via the online information management database (e-reports) . The secretary invites new teachers for an intake. During the intake it is determined whether the teacher is eligible for the procedure experienced teacher or if the new teacher procedure is more applicable. The procedure and the application in either case will be discussed. The date of intake is passed on to the HR officer who registers the date in SAP HR.

3.2 Intake existing staff

Due to the widening of the university BKO framework many teachers who previously did not have the BKO requirement, now do. The secretary of the BKO assessment committee invites these teachers too for individual intake interviews. The date of the interview is passed to the HR officer who records the date in SAP.

3.3 BKO file experienced teachers

Those who qualify for the procedure experienced teacher, provide a BKO application file to the Secretary of the BKO assessment committee including the following documents. The supporting documents cannot go back more than three (or five years if there is a less intensive teaching load) years preceding the date of submission of the dossier. The format of the file see Appendix 3.

a. Teaching resumé, summary of teaching which was hitherto developed / is given alone or together;
b. A SWOT analysis of the candidate as a teacher going into the aims for the BKO and learning moments during development as a teacher. The candidate evaluates the student evaluations of his/her teaching and gives a Teaching Statement.
c. The assessment of the teaching given by the candidate based on the ROG reports in the 3-5 years prior to the application. Because of privacy reasons preferably only those parts which relate to teaching, or a summary made by the ROG conversation holder. For the teaching component these reports at least a 3 score should be obtained. It may also consist of a final assessment with at least a 3, if the teaching component is included in that assessment.
d. At least five recent student evaluations, which cover different teaching methods whenever possible (workshops, lectures, seminars, etc.)
e. At least one reference from the Director of the program in which teaching was provided. This may also be the person who in the three years preceding the submission of the application file has been Director of Education. This judgment may, if that person also was the ROG conversation holder, coincide with the judgment under point c.

The file is handed in at least ten days before a meeting of the BKO review committee through the Secretary. This is the responsibility of the candidate.

3.4 BKO file new teachers

If an instructor is at the beginning of his teaching career, a mentor will be appointed. This is basically the direct manager, but after consultation this can also be an experienced teacher, preferably BKO-qualified, who will guide the new teacher during the BKO program. This starts with the preparation of a training plan, see appendix 5 for the template. In this plan, the competencies to be addressed are described as well as how these will be achieved. For example by:
- including the teaching that the candidate will give during the programme;

- taking the BKO program at ICLON where candidates work specifically towards the attainment levels through classes, class visits, and practical assignments. It is also possible that there are only a few skills that need to be worked on and the candidate follows one or more partial courses of ICLON;
- Support during the design of teaching, for example by doing this together, or by discussing the ideas of the new teacher. This could be discussing suitable didactic or assessment methods, designing an examination or other assessment together, or class visits by the mentor;
- Peer reviews with other new teachers.

The training plan includes a timeline and is submitted for approval to the review committee. The plan must not take more than two years to complete.

After completion of the program the candidate provides a BKO application file including at least the following elements. For the format of the file, see Appendix 4.

    a   Teaching resumé, summary of teaching which hitherto developed / is given, alone or together, together with the course descriptions and where possible assessment;

    b.   A reflection by the BKO candidate in the form of a SWOT analysis of the candidate as a teacher focusing on the attainment levels for the BKO and the learning process during the development towards a teacher. This section also includes a Teaching Statement. Special attention is given to the student evaluations of the teaching provided. These evaluations must be traced back to the candidate;

    c.   The student teaching evaluations that are conducted during the programme, which relate to different teaching methods whenever possible (workshops, lectures, seminars, etc.)

    d.   The assessment of the teaching given by the candidate based on the ROG reports during the BKO-trajectory. Because of privacy reasons preferably only those parts which relate to teaching, or a summary made by the ROG conversation holder. For the teaching component these reports at least a 3 score should be obtained. It may also consist of a final assessment with at least a 3, if the teaching component is included in that assessment.

    e.   A recommendation from the mentor. This may coincide with the point d.

    f.   Any other documents (certificates, course descriptions, exams, …) that support the application.

The file is handed in at least ten days before a meeting of the BKO review committee through the Secretary. This is the responsibility of the candidate.

3.5 Assessment

The Secretary shall verify that all required elements are present in the file and distributes the files among the members of the BKO assessment committee who assess the application on the basis of the checklist goals BKO (see Appendix 5). During the meeting the committee reaches one of the following decisions:

    a.   The BKO certificate can be awarded. The review committee may inform the candidate that although the BKO is granted, he should pay attention to the development of certain teaching competencies

    b.   The BKO certificate cannot be granted. The review committee asks the applicant for additional information. Based on the additional information   the committee decides if the certificate can be awarded or not.

    c.   BKO certificate cannot be granted; Candidate must follow the BKO programme or parts thereof, or repeat certain elements.

The Secretary informs the applicant about the decision. This message is also sent to the manager.

    a.   the BKO certificate can be granted, this recommendation is sent to the Dean of the Faculty. Any points of attention are now also mentioned. When the Dean agrees, the secretary orders the certificate to be printed and provides it for signature to the Dean. The BKO certificate will be send to the candidate. A copy of the signed certificate is sent to the manager, the secretary of BKO assessment committee and P&O. P&O enters the date of the certificate in SAP and adds the copy to the personnel file.

    b.   The BKO certificate cannot yet be granted; in this message is specified which information is missing, and when this should be handed in. If the additional

information leads to a positive recommendation, the procedure as described above under a. is followed.

   c.   The BKO certificate cannot be granted. The candidate will be assigned a mentor and follow the BKO programme (see 3.4).

3.6 Funding for obtaining BKO attainment levels

FGGA will use funding made available by the Board of the University to invest in teaching, for training towards the BKO certificate. These funds will be used in three ways:

1. Financing BKO-courses for candidates who would benefit from these. This will primarily concern new teachers and not the experienced teachers.
2. Financing the Basic Didactical Skills course for PhD candidates.
3. Supporting the development of a bilingual faculty by supplying English and Dutch language instruction.

Candidates can apply for these funds the following way:

- the candidate hands in a proposal to the BKO-committee. This proposal contains the course(s) the candidate wishes to follow, the timeframe and the cost involved. The candidate also indicates towards which attainment level the course will contribute. This can form part of the training plan.
- The BKO-committee decides four times per year on these proposals during the meetings.
- In case of shortage of funding, BKO-candidates who are obliged to complete the BKO, have preference over those who do this voluntarily. If the funds are not sufficient, the unit involved is asked to contribute for their own candidate who does not have the BKO-obligation.
- It is possible to apply for a workshop on a specific theme with a group of candidates. The procedure is the same as for individual requests.

4. Administrative procedures

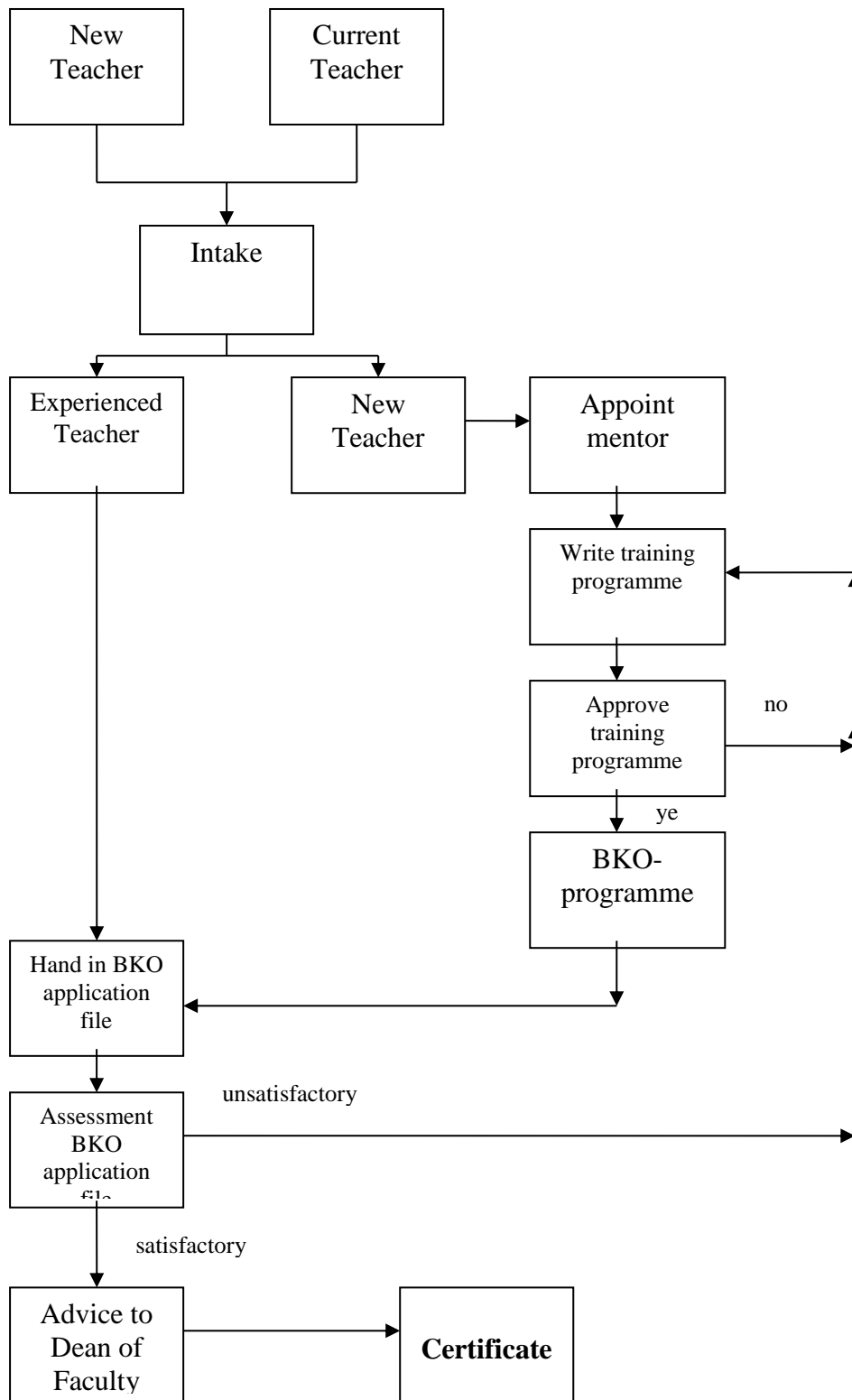The secretary of the BKO committee and the P&O officer are in regular contact about the BKO candidates

- HR is responsible for providing an up to date list of new candidates, and the end dates which will be reached within three months.
- The secretary informs HR about intake data and obtained certificates
- The secretary provides HR with a copy of the certificate, who will add it to the personnel file.

Appendix 1 - Final Attainment Objectives Basic Teaching Qualification

1. Performing at a level appropriate for an academic teaching environment
   1.1   Stimulating students to develop an academic attitude based on the University's teaching concept.
   1.2   The ability to design a teaching plan in line with the content and level of your own specialist discipline.

2. Making and developing a lecture plan
   2.1   Assessing existing teaching products on the basis of the contribution they can make to achieving the teaching aims.
   2.2   Structuring the study element such that (interim) monitoring of the teaching process is possible.
   2.3   Adapting your own (research) material such that this can be applied in your teaching.
   2.4   Analysing students' products and performances, and converting these into study results by the students.
   2.5   Formulating appropriate test questions for the study element.

3. Preparing and giving lectures
   3.1   Applying the various forms of teaching in a clear and well- structured way (lectures, tutorials, practical sessions).
   3.2   Responding to unforeseen developments while teaching.
   3.3   Making difficult aspects of the subject accessible for students.
   3.4   Making optimum use of the student's starting situation.
   3.5   Applying technical instruments effectively in your teaching (ICT, audio, video, etc.)
   3.6   Adequate presentation skills (in English or Dutch, or in another language of instruction), both written and oral.
   3.7   For those lecturers who will be teaching in English: C-1 level of language ability

4. Supervising students
   4.1   The ability to apply a range of different supervision models. (Examples: group supervision, individual supervision, work experience, project management, strict control or more flexible guidance).
   4.2   The ability to distinguish differences in learning styles and/or ability among students, and to respond to these differences (Examples: learning styles, talents, attitude, cultural background).
   4.3   The ability to intervene in such a way that students are stimulated to learn independently.

5. Professionalisation
   5.1   Keeping up to date with developments in the fields of ICT and teaching.
   5.2   Interpreting new developments in your specialist field in terms of their relevance for your own teaching practice.
   5.3   Maintaining an awareness of methods of reflection and peer supervision.
   5.4   Setting your own goals for your performance as a lecturer.
   5.5   Verifying for yourself or with others whether these goals have been attained.
   5.6   Setting appropriate goals for making any necessary adjustments.

Appendix 2 - Flowchart BKO


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┌──────────┐   ┌──────────┐
│   New    │   │ Current  │
│ Teacher  │   │ Teacher  │
└────┬─────┘   └────┬─────┘
     └───────┬──────┘
         ┌───▼────┐
         │ Intake │
         └───┬────┘
      ┌──────┼──────────┐
┌─────▼──────┐    ┌──────▼─────┐   ┌──────────┐
│Experienced │    │    New     │──▶│ Appoint  │
│  Teacher   │    │  Teacher   │   │  mentor  │
└─────┬──────┘    └────────────┘   └────┬─────┘
      │                         ┌───────▼────────┐
      │                         │ Write training │◀──┐
      │                         │   programme    │   │
      │                         └───────┬────────┘   │
      │                         ┌───────▼────────┐   │
      │                         │    Approve     │ no│
      │                         │    training    │───┤
      │                         │   programme    │   │
      │                         └───────┬────────┘   │
      │                              ye │            │
      │                         ┌───────▼────────┐   │
      │                         │     BKO-       │   │
      │                         │   programme    │   │
      │                         └───────┬────────┘   │
┌─────▼──────┐                          │            │
│Hand in BKO │◀─────────────────────────┘            │
│application │                                       │
│    file    │                                       │
└─────┬──────┘                                       │
┌─────▼──────┐   unsatisfactory                      │
│ Assessment │───────────────────────────────────────┘
│    BKO     │
│application │
│    file    │
└─────┬──────┘
      │ satisfactory
┌─────▼──────┐        ┌─────────────┐
│ Advice to  │───────▶│ Certificate │
│  Dean of   │        └─────────────┘
│  Faculty   │
└────────────┘
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Appendix 3 -Template BKO file experienced teacher

BASIC TEACHING QUALIFICATION

Application File
Experienced Teacher

TITLE, NAME:
POSITION: PhD student, docent, assistant-professor, associate-professor, full professor
INSTITUTE:

EMAIL:
PHONE NUMBER:

SUPERVISOR/ ROG RESPONSIBLE:
DATE:

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2. **SWOT Analysis and Reflection**

3. **Assessment**

4. **Student Evaluations**

5. **Reference**

6. **Other appendices**

1. Teaching resumé

Course title	Introduction into Sociology	Statistics 1.	State of the Art in Political Science	BA-thesis supervision	…
University	Leiden University	Leiden University	Leiden University	Leiden University	
Year, semester	18-19, sem 2	18-19, sem 1	17-18, sem 2	17-18, sem 2	
Level	BA	BA	MA	BA	
Credits	5	5	10	10	
Number of students	25	100	15	4	
Course design	2 hours lecture per week, 2 hours seminar per week. 8 weeks	2 hours lecture, 2 hours seminar per week. 8 weeks	2x2 hours seminar	Weekly individual supervision session	
Didactical principles	Active learning, student presentations, group work	Project work, lectures	Student led seminars, presentations, active involvement	Independent research by student	
Assessment	Exam 50% , group paper 30%, group presentation 20%	Exam multiple choice 50%, group project 50%	40% research paper, 20% individual presentation, 2x20% book review	20% proposal, 80% thesis	
Role of candidate	Seminar teacher, co-set the exam, marked papers	Course coordinator, 4 of the 8 lectures, supervision one seminar group, set exam. Grading of own group	Course instructor, designed course, set exam, marking	Supervisor, 1st marker	

2. SWOT Analysis and Reflection

In this section, at most 3 pages, describe your own strengths, weaknesses, opportunities and threats as a teacher, relating to all the attainment levels for the BKO.

For information on how to write a SWOT analysis, you can consult the following pages:
http://www.mindtools.com/pages/article/newTMC_05_1.htm

The following format is recommended:

Strengths: *Describe the strengths of the candidate as a teacher briefly*	*Weaknesses:* *Describe the weaknesses of the candidate as a teacher briefly*
Opportunities: *Describe the opportunities for the candidate as a teacher briefly*	*Threats:* *Describe the threats from the outside for the candidate as a teacher briefly.*

Elaborate on each of the cells, using examples and referring (by number) to the attainment levels. Describe also how you engage all your students in your teaching and how you accommodate / make use of the different backgrounds of your students. For information about writing a Teaching Statement:
https://www.google.nl/?gws_rd=ssl#q=Teaching+statement

3. Assessment

Assessment of the classes/instruction given by the candidate based on the ROG reports in the 3-5 years prior to the application (see BKO main document for details).

4. Student Evaluations

Explain briefly why you have selected these four courses to be included and explain if and how you have adjusted your classes following the evaluation.. List a summary of the results and put the evaluation reports in the appendix. For the matrix use a short version of the questions used in the questionnaire and don't forget the mention the scale.

Evaluation results

Question	Item	course 1	course 2	course 3	course 4
1	*Learning gain*	*3.5*	*3.8*	*3.0*	*4.0*
2	*Course organization*	*2.8*	*3.2*	*3.4*	*3.4*
3	*Course materials*	*4.1*	*3.1*	*4.8*	*3.6*
4	*Teacher explains clearly*	*4.0*	*4.1*	*4.2*	*3.9*
5	*...*				

5. Reference

Include the reference(s) about your teaching or refer to section 3 if the referee is the same person as your ROG-conversation partner.

6. **Other documentation**

List other documentation relating to your didactical development or skills. Include a course manual or syllabus that was written by the applicant as well as an assessment sample (exam, assignment, …) and the model answer or grading form. The BKO programme that was used for your training period should also be added. Certificates go into the appendices.

1. *[certificate ICLON course Giving Presentations]*
2. *[certificate level of English]*
3. *[course manual]*
4. *[exam]*
5. *[Certificate International Classroom, June 2017]*

Appendix 4-BKO file starting teacher

BASIC TEACHING QUALIFICATION

Application File
Starting Teacher

TITLE, NAME:
POSITION: PhD student, docent, assistant-professor, associate-professor, full professor
INSTITUTE:

EMAIL:
PHONE NUMBER:

SUPERVISOR/ ROG RESPONSIBLE:
TUTOR:
DATE:

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2. **SWOT Analysis and Reflection**

3. **Evaluation**

4. **Assessment**

5. **Recommendation**

6. **Appendices**

1. Teaching resumé

Course title	Introduction into Sociology	Statistics 1	State of the Art in Political Science	BA-thesis supervision	…
University	Leiden University	Leiden University	Leiden University	Leiden University	
Year, semester	18-19, sem 2	18-19, sem 1	17-18, sem 2	17-18, sem 2	
Level	BA	BA	MA	BA	
Credits	5	5	10	10	
Number of students	25	100	15	4	
Course design	2 hours lecture per week, 2 hours seminar per week. 8 weeks	2 hours lecture, 2 hours seminar per week. 8 weeks	2x2 hours seminar	Weekly individual supervision session	
Didactical principles	Active learning, student presentations, group work	Project work, lectures	Student led seminars, presentations, active involvement	Independent research by student	
Assessment	Exam 50% , group paper 30%, group presentation 20%	Exam multiple choice, 50%, group project 50%	40% research paper, 20% individual presentation, 2x20% book review	20% proposal, 80% thesis	
Role of candidate	Seminar teacher, taught one of 4 sections under supervision	Seminar teacher for 25 students. Gave one lecture	Course instructor, with experienced colleague	Supervisor, 1st marker	

2. SWOT Analysis and Reflection

In this section, at most 3 pages, describe your own strengths, weaknesses, opportunities and threats as a teacher, relating to all the attainment levels for the BKO.

For information on how to write a SWOT analysis, you can consult the following pages:
http://www.mindtools.com/pages/article/newTMC_05_1.htm
Also include a Teaching Statement: a 1-2 page statement of your personal teaching philosophy.

The following format is recommended to demonstrate the development achieved during th training period.

SWOT from training plan	SWOT at this moment
Strengths: *Describe the strengths of the candidate as a teacher briefly*	
Weaknesses: Describe the weaknesses of the candidate as a teacher briefly	
Opportunities: *Describe the opportunities for the candidate as a teacher briefly*	
Threats: *Describe the threats from the outside for the candidate as a teacher briefly.*	

Elaborate on each of the cells, using examples and referring (by number) to the attainment levels. Describe also how you engage all your students in your teaching and how you accommodate / make use of the different backgrounds of your students.

Also include a Teaching Statement: a 1-2 page statement of your personal teaching philosophy. For information about writing a Teaching Statement:
https://www.google.nl/?gws_rd=ssl#q=Teaching+statement

3. Student Evaluations

*List a summary of the evaluation of **all** courses that you have taught during your BKO-trajectory. Include a short description of the questions used in the evaluations. Reflect on the results, using the feedback students give on open questions is especially useful for this purpose. Add the evaluation reports as appendices.*

Evaluation results

Question	Item	course 1	course 2	course 3	course 4
1	*Learning gain*	*3.5*	*3.8*	*3.0*	*4.0*
2	*Course organization*	*2.8*	*3.2*	*3.4*	*3.4*
3	*Course materials*	*4.1*	*3.1*	*4.8*	*3.6*
4	*Teacher explains clearly*	*4.0*	*4.1*	*4.2*	*3.9*
5	*…*				

4. Assessment

Assessment of the classes/instruction given by the candidate based on the ROG reports during the BKO trajectory (see BKO main document for details).

5. Reference

Include the reference(s) about your teaching or refer to section 4 if the referee is the same person as your ROG-conversation partner.

6. Other documentation

List other documentation relating to your didactical development or skills. Include a course manual or syllabus that was written by the applicant as well as an assessment sample (exam, assignment, …) and the model answer or grading form. The BKO programme that was used for your training period should also be added. Certificates go into the appendices.

6. *[certificate ICLON course Giving Presentations]*
7. *[certificate level of English]*
8. *[course manual]*
9. *[exam]*
10. *[Certificate International Classroom, June 2017]*

BASIC TEACHING QUALIFICATION

Training plan

TITLE, NAME:
FUNCTION:, PhD student, docent, Assistant-Professor, Associate professor, full professor
INSTITUTE:

EMAIL:
TELEPHONE NUMBER:

SUPERVISOR/ROG CONVERSATION PARTNER:
TUTOR:
DATE:

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1. **Teaching resumé**

2. **SWOT Analysis and Reflection**

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4. **Evaluation**

5. **Budget**

1. Teaching resumé

Course title	Introduction into Sociology	Statistics 1	State of the Art in Political Science	BA-thesis supervision	…
University	Leiden University	Leiden University	Leiden University	Leiden University	
Year, semester	18-19, sem 2	18-19, sem 1	17-18, sem 2	17-18, sem 2	
Level	BA	BA	MA	BA	
Credits	5	5	10	10	
Number of students	25	100	15	4	
Course design	2 hours lecture per week, 2 hours seminar per week. 8 weeks	2 hours lecture, 2 hours seminar per week. 8 weeks	2x2 hours seminar	Weekly individual supervision session	
Didactical principles	Active learning, student presentations, group work	Project work, lectures	Student led seminars, presentations, active involvement	Independent research by student	
Assessment	Exam 50% , group paper 30%, group presentation 20%	Exam multiple choice, 50%, group project 50%	40% research paper, 20% individual presentation, 2x20% book review	20% proposal, 80% thesis	
Role of candidate	Seminar teacher, co-set the exam, marked papers	Course coordinator, 4 of the 8 lectures, supervision one seminar group, set exam. Grading of own group	Course instructor, designed course, set exam, marking	Supervisor, 1st marker	

2. SWOT Analysis and Reflection

In this section, at most 3 pages, describe your own strengths, weaknesses, opportunities and threats as a teacher, relating to all the attainment levels for the BKO and making clear which are the gaps that still need to be filled.

For information on how to write a SWOT analysis, you can consult the following pages:
http://www.mindtools.com/pages/article/newTMC_05_1.htm

The following format is recommended:

Strengths: *Describe the strengths of the candidate as a teacher briefly*	*Weaknesses:* *Describe the weaknesses of the candidate as a teacher briefly*
Opportunities: *Describe the opportunities for the candidate as a teacher briefly*	*Threats:* *Describe the threats from the outside for the candidate as a teacher briefly.*

Elaborate on each of the cells, using examples and referring (by number) to the attainment levels.

3. Training plan

a. List the courses you will teach in the next year, with the attainment objective it will contribute to and when you will do this.

Activity	Attainment level	time
Introduction to Public Administration, seminar leader	3.1-3.6	Blok 1, semester 1, 2019-20
Decision making processes, lecturer	3.1-3.6	Blok 2, semester 1, 2019-20

b. List the other activities you will undertake in the next year to reach the attainment objectives. For example: courses at ICLON, observing experienced colleagues, being observed yourself, meetings with your mentor, etc.

Activity	Attainment level	time
ICLON Course Assessment	2.4	Blok 1, semester 1, 2019-20
Intervision meetings	3.1-3.6	three times per semester

4. Evaluation

Give an overview of all evaluation moments, ie. Moments where you will reflect on your progress and discuss this with others if necessary.

Evaluation	Evaluator	Time
Teaching seminars	Leading teacher Introduction to Public Administration	Weekly during block 1, semester 2, 2019-2020
Mentor meeting	Mentor	2 times per semester

5. Budget

Give an overview of the costs involved in training and courses to improve didactical skills.
For ICLON-training and courses:
https://www.universiteitleiden.nl/en/iclon/higher-education/training-and-coaching
You may also proposes courses and training by external providers.

Activity	Cost
Total	**€**

Appendix 6 - Checklist BKO

Attainment level	Possible source
1. Performing at a level appropriate for an academic teaching environment	
1.1 Stimulating students to develop an academic attitude based on the University's teaching concept.	- course manual - course outline - course evaluation - letter of recommendation - SWOT analyse
1.2 The ability to design a teaching plan in line with the content and level of your own specialist discipline.	- course manual - course outline - course evaluation - teaching CV
2. Making and developing a lecture plan	**ICLON Course: designing courses**
2.1 Assessing existing teaching products on the basis of the contribution they can make to achieving the teaching aims.	- course manual - course outline - course evaluation
2.2 Structuring the study element such that (interim) monitoring of the teaching process is possible.	- course manual - assessment - SWOT analyse
2.3 Adapting your own (research) material such that this can be applied in your teaching.	- course manual - peer feedback - teaching CV
2.4 Analysing students' products and performances, and converting these into study results by the students.	- letter of recommendation - course evaluations - peer feedback - SWOT analyse
2.5 Formulating appropriate test questions for the study element.	- assessment samples - ICLON Course Assessment - peer feedback
3. Preparing and giving lectures	
3.1 Applying the various forms of teaching in a clear and well- structured way (lectures, tutorials, practical sessions).	- course manual - course outline - course evaluations - teaching CV - ICLON course: presenting effectively
3.2 Responding to unforeseen developments while teaching.	- course evaluations - observations
3.3 Making difficult aspects of the subject accessible for students.	- course evaluations - observation
3.4 Making optimum use of the student's starting situation.	- course evaluations - observation - teaching CV
3.5 Applying technical instruments effectively in your teaching (ICT, audio, video, etc.)	- course manual - course evaluations - SWOT analysis - ICLON course Blended Learning
3.6 Adequate presentation skills (in English or Dutch, or in another language of instruction), both written and oral.	- course evaluations - observation - ICLON course: presenting
3.7 For those lecturers who will be teaching in English: C-1 level of language ability	- native speaker, long term experience teaching in English - teaching CV - ICLON course Teaching in English - Language Test

4. Supervising students	ICLON module: Supervising Students
4.1 The ability to apply a range of different supervision models. (Examples: group supervision, individual supervision, work experience, project management, strict control or more flexible guidance).	- course manual - letter of recommendation - course evaluations - SWOT analysis
4.2 The ability to distinguish differences in learning styles and/or ability among students, and to respond to these differences (Examples: learning styles, talents, attitude, cultural background).	- SWOT analysis - course evaluations
4.3 The ability to intervene in such a way that students are stimulated to learn independently.	- course evaluations - SWOT analyse
5. Professionalisation	
5.1 Keeping up to date with developments in the fields of ICT and teaching.	- SWOT analysis - ICLON course Blended Learning
5.2 Interpreting new developments in your specialist field in terms of their relevance for your own teaching practice.	- SWOT analysis - course evaluations - letter of recommendation
5.3 Maintaining an awareness of methods of reflection and peer supervision.	- SWOT analysis
5.4 Setting your own goals for your performance as a lecturer.	- SWOT analysis - ROG reports
5.5 Verifying for yourself or with others whether these goals have been attained.	- SWOT analysis - ROG reports
5.6 Setting appropriate goals for making any necessary adjustments.	- SWOT analysis - ROG reports

Appendix 7- Assessment Form BKO

BKO Assessment

Name candidate:
Date:
Committee member:

Assessment of the following objectives

Attainment Objectives	+	-	Comments
1. Performing at a level appropriate for an academic teaching environment			
1.1 Stimulating students to develop an academic attitude based on the University's teaching concept.			
1.2 The ability to design a teaching plan in line with the content and level of your own specialist discipline.			
2. Making and developing a lecture plan			
2.1 Assessing existing teaching products on the basis of the contribution they can make to achieving the teaching aims.			
2.2 Structuring the study element such that (interim) monitoring of the teaching process is possible.			
2.3 Adapting your own (research) material such that this can be applied in your teaching.			
2.4 Analysing students' products and performances, and converting these into study results by the students.			
2.5 Formulating appropriate test questions for the study element.			
3. Preparing and giving lectures			
3.1 Applying the various forms of teaching in a clear and well structured way (lectures, tutorials, practical sessions).			
3.2 Responding to unforeseen developments while teaching.			
3.3 Making difficult aspects of the subject accessible for students.			
3.4 Making optimum use of the student's starting situation.			
3.5 Applying technical instruments effectively in your teaching (ICT, audio, video, etc.)			
3.6 Adequate presentation skills (in English or Dutch, or in another language of instruction), both written and oral.			
3.7 For those lecturers who will be teaching in English: C-1 level of language ability			

4. Supervising students			
4.1 The ability to apply a range of different supervision models. (Examples: group supervision, individual supervision, work experience, project management, strict control or more flexible guidance).			
4.2 The ability to distinguish differences in learning styles and/or ability among students, and to respond to these differences (Examples: learning styles, talents, attitude, cultural background).			
4.3 The ability to intervene in such a way that students are stimulated to learn independently			
5. Professionalisation			
5.1 Keeping up to date with developments in the fields of ICT and teaching.			
5.2 Interpreting new developments in your specialist field in terms of their relevance for your own teaching practice.			
5.3 Maintaining an awareness of methods of reflection and peer supervision.			
5.4 Setting your own goals for your performance as a lecturer.			
5.5 Verifying for yourself or with others whether these goals have been attained.			
5.6 Setting appropriate goals for making any necessary adjustments			

Verdict: positive / negative

If negative: which objectives have not been attained? Which suggestions do you have for the candidate to meet these objectives?

Appendix 8 – University Framework BKO 2012

UNIVERSITAIR KADER BASISKWALIFICATIE ONDERWIJS UNIVERSITEIT LEIDEN 2012

1.   Basiskwalificatie Onderwijs

De Basiskwalificatie Onderwijs (BKO) omvat de bekwaamheden waarover elke docent aan de Universiteit Leiden tenminste moet beschikken om goed onderwijs te verzorgen. De Basiskwalificatie Onderwijs is het startpunt voor permanente professionele ontwikkeling van docenten. Voor docenten die onderwijs in het Engels (gaan) verzorgen, wordt de Basiskwalificatie Taalvaardigheid Engels (BKE) toegevoegd aan de Basiskwalificatie Onderwijs. De eerder door het College van Bestuur vastgestelde Basiskwalificatie Engels die geldt voor zowel zittend als nieuw personeel, is in dit Kader geïntegreerd.

2.   BKO-traject en certificaat

Het BKO-traject bestaat uit de intake, het BKO-dossier, de toetsing en zo nodig een opleiding.

Bij een positieve beoordeling van het BKO-dossier adviseert de toetsingscommissie aan de decaan van de faculteit het BKO-certificaat uit te reiken. Het BKO-certificaat wordt getekend door de decaan en de Vice-Rector Magnificus.

De Universiteit Leiden erkent op grond van de landelijke overeenkomst Wederzijdse Erkenning BKO de BKO-certificaten die door de betrokken andere Nederlandse Universiteiten zijn uitgereikt.

Het traject Basiskwalificatie Taalvaardigheid Engels bestaat uit een toets, zo nodig een opleidingsadvies met een toets om te bepalen of na de opleiding het vereiste niveau gehaald is.

Indien van toepassing wordt voor de Basiskwalificatie Taalvaardigheid Engels een apart certificaat uitgereikt. Het certificaat wordt toegevoegd aan het BKO-dossier.

3.   Eindtermen en toetsbronnen

De eindtermen voor de Basiskwalificatie Onderwijs en de Basiskwalificatie Taalvaardigheid Engels zijn op hoofdlijnen beschreven in de bijgevoegde eindtermenmatrix. In de facultaire uitvoeringsregeling Basiskwalificatie Onderwijs specificeert de faculteit deze eindtermen en de toetsbronnen voor de eigen faculteit.

4.   Intake

Met elke BKO-kandidaat vindt een intakegesprek plaats. Dit gesprek dient, in het licht van de eindtermen van de BKO, om de vooropleiding en ervaring van de docent in kaart te brengen alsmede de uit te voeren onderwijstaken. De intake vindt plaats door of onder verantwoordelijkheid van de toetsingscommissie. Bij de intake wordt ook vastgesteld of de kandidaat moet voldoen aan de eisen voor de Basiskwalificatie Taalvaardigheid Engels.

5.   Toetsingscommissie: samenstelling en werkwijze

Voor de toetsing van de Basiskwalificatie Onderwijs stelt het faculteitsbestuur een toetsingscommissie in. De toetsingscommissie bestaat uit tenminste drie leden met een uitstekende reputatie op het terrein van universitair onderwijs. Aan de commissie kan desgewenst een onderwijskundig adviseur worden toegevoegd. De werkwijze van de toetsingscommissie wordt vastgelegd in de facultaire uitvoeringsregeling.
In geval van een geschil over de BKO beslist de decaan van de faculteit.

6. Ondersteuning

Indien op basis van de intake een opleiding nodig blijkt wordt ter ondersteuning daarvan in de intake aan de BKO-kandidaat een ervaren collega als mentor toegevoegd. Daarnaast is er een universitair BKO-opleidingsaanbod van het ICLON beschikbaar. De faculteiten kunnen ook zelf specifieke docentprofessionaliseringsactiviteiten organiseren.

7. Opleidingsplan

Indien op basis van de intake een opleiding nodig blijkt, stelt de BKO-kandidaat, in overleg met de collega-mentor, een opleidingsplan op. Het opleidingsplan wordt goedgekeurd door de toetsingscommissie.

De opleiding omvat cursorisch didactisch onderwijs, zelfstudie, de samenstelling van een BKO-dossier en begeleiding daarbij door de collega-mentor en de uitvoering van reflectie op het door de kandidaat verzorgde onderwijs. De opleiding beslaat maximaal twee jaar. Bij de planning wordt rekening gehouden met de arbeidsvoorwaardelijke afspraken.
Het opleidingsplan sluit globaal aan op het door de kandidaat te verzorgen onderwijs.

Indien van toepassing komt bovenop het opleidingsplan de scholing die nodig is voor de Basiskwalificatie Taalvaardigheid Engels.

8. Doelgroep

Het BKO-traject staat open voor al het wetenschappelijk personeel van de Universiteit Leiden.

Het BKO-traject is per 1 september 2012 verplicht voor alle docenten, UD's, UHD's en hoogleraren met een aanstellingsomvang van 0,5 fte of meer en een dienstverband van een jaar of langer.

Het certificaat dient te worden behaald binnen twee jaar na het ontstaan van de verplichting.

Het BKO-certificaat is voor nieuw personeel één van de benoemingcriteria voor benoeming in vaste dienst als docent, UD, UHD of hoogleraar. In die gevallen dat een docent, UD, UHD of hoogleraar direct in vaste dienst wordt benoemd, voert de toetsingscommissie vooraf een BKO-toets uit en rapporteert daarover aan de benoemingsadviescommissie.

Bij tijdelijke aanstellingen worden bij aanvang van het dienstverband schriftelijk afspraken gemaakt binnen welke periode het BKO-certificaat behaald moet zijn.

In de facultaire uitvoeringsregeling kan het faculteitsbestuur de doelgroep nader specificeren, bijvoorbeeld op grond van aanstellingsomvang of –duur, met dien verstande dat bij tijdelijke dienstverbanden van een jaar of langer en een aanstellingsomvang van 0,5 fte of meer deelname aan het BKO-traject verplicht is.

9. Beoordeling en BKO-dossier

De toetsingscommissie beoordeelt of voldaan is aan de eindtermen voor de Basiskwalificatie op grond van een door de kandidaat samengesteld BKO-dossier. Indien de toetsingscommissie het BKO-dossier nog niet als voldoende beoordeelt, geeft zij aan op welke punten aanvulling nodig is.
Het BKO-dossier bevat in elk geval studentevaluaties van het door de BKO-kandidaat verzorgde onderwijs, het oordeel van de leidinggevende over het door de BKO-kandidaat verzorgde onderwijs, de reflectie van de BKO-kandidaat op haar/zijn kwaliteiten als docent in relatie tot de eindtermen voor de BKO en in geval van een opleiding het advies van de collega-mentor.
De toetsingscommissie weegt in haar beoordeling de onderdelen van het BKO-dossier.

10. Resultaat- en Ontwikkelingsgesprek

In de R&O-cyclus worden de ontwikkelafspraken met betrekking tot de BKO vastgelegd onder verwijzing naar het opleidingsplan.

11.   Facultaire uitvoeringsregeling

Ter nadere uitwerking van het Universitaire Kader stelt elk faculteitsbestuur   een facultaire uitvoeringsregeling Basiskwalificatie Onderwijs op.

In deze uitvoeringsregeling zijn in ieder geval de volgende onderwerpen vastgelegd:
*   De samenstelling van de toetsingscommissie
*   De werkwijze van de toetsingscommissie
*   Wie belast is met de intake-procedure
*   De toewijzing van de mentor
*   De facultaire uitwerking van de BKO-eindtermen
*   De toetsbronnen
*   De eisen aan het BKO-dossier
*   Facultair beleid ten aanzien van doelgroep
*   De beschikbare financiële middelen voor de BKO en de wijze waarop BKO-kandidaten daarop een beroep kunnen doen.

De uitvoeringsregelingen Basiskwalificatie Onderwijs behoeven de goedkeuring door het College van Bestuur. Het College van Bestuur toetst de uitvoeringsregelingen op volledigheid en aan de in het Universitair Kader vastgelegde inhoudelijke eisen ten aanzien van de toetsingscommissie, procedure en eindtermen.

12.   Verantwoording in facultair jaarverslag

In het facultair jaarverslag doen de faculteitsbesturen verslag over de uitvoering van de BKO binnen hun faculteit.
Hierin komen in ieder geval de volgende onderwerpen aan de orde:
*   Het aantal bijeenkomsten van de toetsingscommissie
*   Het aantal BKO-kandidaten in het verslagjaar
*   Het aantal goedgekeurde BKO-dossiers respectievelijk het aantal uitgereikte certificaten in het verslagjaar
*   Een evaluatie van de ondersteunende faciliteiten van het BKO-traject
*   Facultair beleid ten aanzien van de doelgroep.